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ABSTRACT

This paper discusses how principals can encourage teacher and student growth and development through fulfillment of needs. It stresses positive reinforcement as a motivator and links this with Maslow's theories of growth. (Author/LD)

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Topic: Techniques to Use Today to Improve the Educational Climate in your School.

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G Harrison

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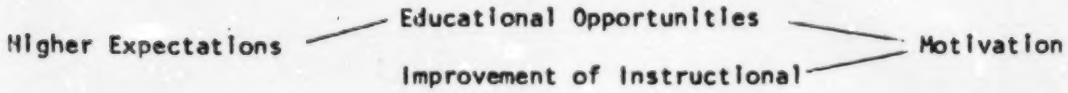
TAKE ACTION, DON'T SUFFER IN SILENCE!!

Educational Leadership:

* Studies show that where there is a dynamic, growing school, there is a dynamic, growing leader.

* Are you the leader of the finest school in your area?



High Expectations:

* Are you challenging yourself? Or are you just complaining?
* Challenge staff and student to be excellent.
* Always set high standards for yourself, staff and students.
* Are you a model for high standards?
* Students should be able to identify with your concern for successful performances whenever they are representing themselves, their school or their community.
* If you are not going to be concerned with excellence, who is? Certainly not the teachers' union!
* Do not lower your level of satisfaction or provide reinforcement for sub par performances.
* Be accurate in your assessments of both staff and students.
* High expectations will result in "good things" for students, stress for professional staff.

Educational Opportunities:

* Review your philosophy of Education.
* Are you providing opportunities for students currently in your building?
* Assess by identifying stereotypes.
* Provide for the "test" in the public eye, for both athletic and academic activities.
* Provide academic competition for your gifted students.

Improving Instructional Performance:

* Major administrative responsibility, you cannot ignore it!!!
* It is not alot of "fun". Do you enjoy it?
* If you are not concerned with instructional improvement, who will be? Not the union!
* There are people in the classroom, all over our country, that do not belong there. They are not good for kids.

* Display your concern for instructional improvement...complete staff orientation.

* Aspects of a successful evaluation program:

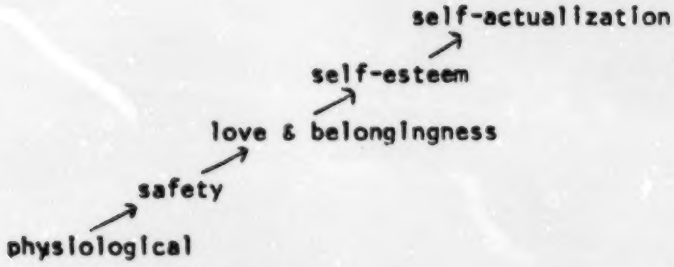
  - Well-defined job description
  - Yearly goal-setting performance expectations
  - Observations - instructional behaviors
  - Self-evaluation by the staff member
  - Teacher assistance - developmental programs
  - Evaluation conference - strength bombardment
  - Self-concepts - feel good about yourself
  - Improvement of instruction

* Motivational Process:

  - Remove the concept of threat
  - Security
  - Caring
  - Administrative interest

Motivation:

  * Another major responsibility for the administrator.
  * What motivation is not...pep talks, rewards
  * Motivation is the desire for personal need fulfillment.
  * Need fulfillment enhances self-concept.
  * The individuals personal values must be compatible with those in education.
  * Most effective way to motivate people is to understand Maslow's Hierarchy of Human Needs -



* People will intrinsically move upwards when needs are meet.
* The principal must know at what level his staff members are functioning. He must assume the responsibility for creating the atmosphere for growth.
* Where motivation exists, growth occurs.
* When needs are not meet, people may do two things, withdraw or lash out. We have all experienced that!
* There is a direct correlation between school achievement and self-concept.

Final Challenge:

All the areas I have talked about, high expecations, educational opportunities, improvement of instruction and motivation; all require and demand a high profile on the part of the building principal. All these areas require your skill, your time, your leadership and your dedication. You must take action, don't suffer in silence. Are you willing to change, willing to grow, willing to do the things that will make it possible for you to say "Yes, I am the leader of the finest school in my area!"

Emphasis on Excellence

NAPOLEON Pirates

TEACHER NEED FULFILLMENT

Listed below are services and items that administrators may provide to assist in the fulfillment of staff needs at each level of Maslow's hierarchy. The items and services listed are provided in light of current and generally perceived value systems of today's teachers.

Physiological Needs

1. Provide (adequate) pay, medical insurance, life insurance, optical and dental insurance.
2. Provide temp. controlled teaching stations.
3. Provide clean working conditions.
4. Provide adequate conference, planning and lunch time.
5. Provide adequate sick leave.
6. Provide opportunity for physical fitness of staff through use of athletic facilities.

Safety Needs

1. Provide building security.
2. Provide administrative support of teachers in discipline situations.
3. Provide safe and adequate parking facilities for vehicles.
4. Provide sound fiscal management of district to assure job security.
5. Prevent physical and psychological threat or abuse to all staff members (from within or outside staff).
6. Provide enforced job descriptions so that all staff members know exactly what is expected of them.
7. Provide a clear and easily understood contract (make sure all know what their contractual and legal rights and responsibilities are).
8. Provide fair and honest evaluations which accurately record work performance.
9. Provide an atmosphere where teachers feel comfortable discussing problems and concerns with their supervisor (encourage individual assertiveness).
10. Establish and exercise sound organizational skills in operation of school program.
11. Give continual feedback so that staff members always know where they stand.
12. Provide support system for staff members.

Love and Belongingness

1. Promote faculty group activities.
2. Involve faculty in decision making and implementation.
3. Involve faculty in problem identification and goal setting on individual, departmental and school wide basis.
4. Let individual staff members know that you care about them personally.

5. Provide the opportunity for staff to meet in constructive involvement.
6. Be constructive rather than destructive in approach to problem solving.
7. Work continuously to develop a sense of unity and responsibility.
8. Provide opportunity for teachers to share goals with each other.
9. Display an interest in teachers as people with needs.
10. Provide proper discipline and guidance for individual staff members.

Self Esteem

1. Establish yourself as administrator as a significant other in lives of your teachers.
2. Provide assistance in the individual goal setting process.
3. Encourage establishment of goals that are need fulfilling and growth facilitating.
4. Provide positive feedback whenever possible.
5. Provide public recognition whenever possible.
6. Provide awards for outstanding performance.
7. Provide written acknowledgement for job well done.
8. Facilitate achievement of goals in any way possible (provision of equipment, field trips, etc.).
9. Implement pay incentives for outstanding performance.

Self Actualization

1. Promote and support individually designed professional growth programs.
2. Allow as much autonomy in job performance decisions as organization can possibly allow.
3. Promote creativity and independence to as great an extent as possible within your organization.

Developed by: Dr. Timothy G. Quinn, Assistant Superintendent
Napoleon Community Schools, Napoleon, Michigan

STUDENT NEED FULFILLMENT

Listed below are services and items that teachers, counselors, and administrators may provide to assist in the fulfillment of student needs at each level of Maslow's hierarchy. The items and services listed are provided in light of current and gnerally perceived value systems of today's secondary students.

Physiological Needs

1. Report to counselor or administrator any obvious physical problems such as continual hunger, personal illness, lack of sleep, or any instance of being under the influence of any behavior effecting substance.
2. Provide a neat, clean, and attractive atmosphere in the classroom.
3. Be aware of the possibility of child neglect in the home and report any evidence of the same.

Safety Needs

1. Do not allow physical or verbal harrassment of students in your class.
2. Be aware of the possibility of child abuse in the home and report any evidence of the same.
3. Let students know what is expected of them behaviorally and academically.
4. Provide feedback regarding their fulfillment of your expectations at periodic intervals or as available.
5. Provide proper supervision of all activities.
6. Stress safety rules.
7. Limit use of threats for control.
8. Allow students to discuss their concerns regarding a class or the classroom situation.

Love and Belongingness

1. Deal with students as individuals (1 to 1) to as great an extent as possible.
2. Strive to handle problems in a sensitive way.
3. Strive to create a feeling of unity within your class.
4. Don't be afraid to touch students - "pat on the back".
5. Display attention for students outside of the classroom.
6. Write supportive comments on papers when possible.
7. Get to know students as people.
8. Listen to students' problems.
9. Display empathy for students in need.
10. Be nonjudgemental to as great an extent as possible.
11. Be a significant other.

Self-esteem

1. Send complimentary note to parents.
2. Provide personal reinforcement.
3. Provide recognition whenever possible for job well done.
4. Help student achieve their goals.
5. Be a significant other.
6. Compliment good effort or approximations of desired behavior.
7. If at all possible, avoid belittling students in front of others.
8. Display trust and confidence in student.
9. Individualize instruction to the extent necessary for each student to be successful.
10. Nominate as "Winner of the Day".

Self-actualization

1. Provide freedom to do "What I Want to Do" as long as it is a growth facilitating to self and/or others and within the structure of the course.
2. Promote independence.
3. Promote creativity.

Developed by: Dr. Timothy G. Quinn, Assistant Superintendent
Napoleon Community Schools, Napoleon, Michigan

Good afternoon, it is a pleasure to be with you here in Florida. Especially since I'm from the state of Michigan and it's currently about 10 degrees above zero up north. I'm extremely pleased to have the chance to talk to people who are in schools across the country who have the opportunity to make changes and improve situations for kids. I respect you for that. One thing I would like to say up front. I may say some things today that may be offensive to some people, but I say them for only one reason; I hope I can get you to stop and think.

Am I doing the necessary things to make my building the best situation for kids? Studies show that where there is a dynamic, growing, outstanding school there is also a dynamic, growing, outstanding administrator in that building. A great school has a great leader. I would like to ask you all a question. How many of you feel that you're the leader of the most outstanding school in your area? Raise your hands if you feel that way about yourself and your school. That's great, I'm glad to see that. I'm glad to see that so many of you feel that way about yourselves and also about your school. You have to feel that way.

The topic on which I speak today, Techniques to Use Today to Improve the Educational Climate in your Building, is a wide open field. A wide open topic. After we get past the questions like my mom asked me, "...gee's, George, are you going to talk about thermostats, air conditioning, registers?" You could discuss just about any area in education but I'm going to try to zero in on four areas...high expectations, educational opportunities for kids, the improvement of instruction and motivation. Being concerned with those four areas will dramatically affect your educational climate within your building. I would like to say, regarding those four topics, "take action, don't suffer in silence". Take action, and don't suffer in silence.

In reference to high expectations, I would like to ask you this question, are you challenging yourself? Are you in a situation where you just sit and

complain and say, hey, I have a lousy superintendent, I have a lousy school board. I have so many problems here. It's a bad situation, I realize it... but what are you doing about it? Are you doing everything in your power to make that situation better? We've all seen and talked to administrators in that situation. I guess I want to ask them,...If you aren't doing everything in your power, then why are you still there? We always have to challenge the people around us to be excellent...challenge our staff and students to be excellent. There is the old adage, you get what you ask for. It's always important that we set high standards for ourselves, our students and our staff.

Are you a model for your students? Are you a model for your staff? Are you challenging? High standards and expectations have to be commonplace in discussions with your staff and with your students. Let's talk about students. They have to be able to identify with the fact that you expect them to do well. That you care about them and that success is important to you. Whether it's in the classroom, in the cafetorium, on the busses, in athletics, musical performances or academic competition. You always want them to be able to identify the fact that you care about success and excellence for them. You have to talk to them in those terms. Anytime they represent themselves, their school, their community, you want them to be striving to do their very best. If you aren't going to be concerned with excellence for your professional staff...who will be? I don't know about the situation in your particular state, but I know in the state of Michigan, if building administrators are not going to be concerned with excellence and high expectations for their people, it's certainly not going to be our teacher's association, our teacher's union. High expectations and excellence is not their bag. Talk about minimal standards and then you're in their realm...but not excellence. You have to be concerned with excellence. Typical of many situations, is when a new principal, a new administrator goes into a situation with lots of ideals and goals and is excited about his new position of responsibility. But then there is the tendency to get beat down, worn down. We have to be careful we never lower our level of expectations, never lower our level of satisfaction. I think one of the biggest, gravest disservices we can do to our people is to lower expectations and to provide reenforcement or compliment them on a sub-par performance. I don't care if we're talking about kids or professional staff. Never compliment them, never reenforce the fact when they

aren't doing a good job because they know, better than you, when they are really producing. Be careful. When you give that false reenforcement for sub-par performance, I think you really expose the fact that you aren't really making accurate assessments of people. Studies will tell us this. High expectations for staff members with demands being placed upon them, result in good things happening for kids in that building. A lot of good things are going on for kids. But also with those high expectations, there is going to be stress and tension. And that comes with the job. But if you want to have a growing, exciting forward moving school, there has to be high expectations. You must want to be able to say that I'm the leader of one of the finest schools in my area. And one of the keys to that is that you place high expectations on your students and staff. The converse of that is, if you don't want that stress and tension and you do not want to have the problems in that area, just lower your expectations. But you won't be able to say I'm the leader of one of the finest schools in my area.

If you were going to always expect students to always have success and always be shooting toward success, we have to stop and check...Are we providing the opportunity for students to have success in a variety of different areas? All of us have some place that was established 20, 30 or 40 years ago, engraved in some wall someplace, our philosophy of education for that particular district or building. But how often do we review that? An interesting game we could play sometime is to identify hypothetical, stereotype students. Let's say the gifted, the remedial students, the math whiz, the athlete, the social butterfly, the musician, the college bound, the vocationally inclined...Take those students, sit down with your counseling staff, and then assess the offerings you have for kids during the day, in the evening, your curriculum, your extra curricular activities. Are there opportunities to meet the needs of all the kids that are in our schools today? Not that were in schools 20 or 30 years ago, but right now currently. I think that you'll find that it's a most worth-while process to go through. You have to check to see if you are flexible enough, creative enough, student orientated enough to have the opportunities for kids to have success. Another area of educational opportunities that sometimes may be overlooked is the idea of testing. I'm not talking about quizzes, or chapter tests or finals, standardized testing or competency testing. I'm talking about taking children's skills and putting them in the public eye. I take that idea from the area of

of interscholastic athletics and how a coach takes his athletes...once or twice a week, all season long, and takes the product of his effort and puts it in the public eye to be judged, great experience, very realistic. The last three years at Napoleon High School we've had the opportunity to engage in the Conference Academic Games. The Academic Games are discussed to encourage the opportunity for academic competition. Basically what it is, the conference selects 6 different academic areas. Each participating school selects 5 people for each team. We enter a round robin, single elimination tournament on one particular day during the year. What a great, exciting opportunity for the academically gifted kids and their teachers "coaches" to test their skills against students from other schools. The conversation that comes from that type of activity...to hear teachers and students on a Saturday afternoon talking about civil war battles, supreme court decisions, theorems, biological questions, physics problems. It's really beautiful to see. And what a great PR situation for your school to be identified with academic excellence and to be concerned with the academically gifted. If at all possible in your situation, look into something like that, the rewards are tremendous.

Another great major responsibility for building administration is improving the instructional performance of your staff members. You can't ignore it, it's a tremendous responsibility. I realize it's not alot of fun. If I were to ask you a question, how many people truly enjoy teacher evaluation? I realize it's alot of work, hell I realize it's not alot of fun to point out deficiencies or shortcomings in professional staff members,...it's not alot of fun but we can't ignore it, it's a big responsibility. We have to be concerned with the instructional improvement of our staff members. Again, I ask you the question...if you are not going to be concerned with improving teacher instruction? Who's it going to be? Again I go back to my situation in Michigan and i'm quite sure it's typical of all around the country. If building administrators are not going to be concerned with teacher performance, the improvement of their instructional skills, who's it going to be?? It's not going to be the union. It's not going to be the teachers' association. You have to be concerned. You know as well as I do that there are people in classrooms all over this country, they're in some of my classrooms, they're in your classrooms, that are not good for kids. They do not have great skills. They have decided that it's not of major importance in their life to do a good job in the classroom. One of the spinoffs of teacher evaluation is the documentation toward dismissal. I'm not going to go

into great detail, but if we're not going to be happy having people of that nature in our classrooms, we have to evaluate, we have to be skilled at removing those people and get them away from our kids.

We must display to our staffs just how important we feel teacher evaluation is. Our staff members must be taken thru an in-depth staff orientation so as they completely understand your process of evaluation and what your expectations are going to be of your staff members. I would like to cover briefly some aspects which I think are very important, successful aspects of a quality teacher evaluation program. One of the first things you have to have is a well-defined, equally enforced teacher job description. They should know exactly what is expected of them, very important. There should be yearly goal setting. The mutual establishment of performance expectations unique for that particular school year above and beyond the teacher's job description. There should be observations, formal and informal observations of your staff members. Your staff members should understand what you expect, what kind of behaviors you expect to see when you walk into that classroom. A little sidelight of that is that I've heard other administrators say. "Hell you go into the classroom, the kids are tense, the teachers are tense, it is not a very realistic situation." I say bologna to that, if that's the situation in your school my response to that is, you aren't in the classroom enough. If kids are nervous to see you in the classroom, you aren't in there enough. You have got to become a very familiar figure in the classrooms to overcome that. I think it's naive to think that we can evaluate teachers and not be in a classroom. Another aspect is to provide your professional staff members with the opportunity for self-evaluation of their professional skills, to identify their strengths, to identify their weaknesses, to start to suggest some things for improvement. Another facet that should be incorporated is the idea of teacher assistance and developmental programs. Again, if we are going to ask teachers to grow, to change, to improve there has to be a built in opportunity for development and teacher assistance. The last part that I'm going to mention about evaluation that I truly enjoy and that's the idea of the final evaluation conference. We always start that conference out within the Napoleon School District by doing it this way. We set the staff member down, I look that person straight in the eye, and then just

bombard them with every positive, complimentary statement that I can make about their instructional performance. All the good things that I've observed, the good things I've heard from parents, from kids, from other staff members, from the superintendent, and from Board members. All the good things I can say about that person. All the good things I've seen in the classroom. Hey, what a great feeling. Can you imagine how you would fee, if your superintendent called you in when you came back from the convention and sat you down and just bombarded you with all the good things that he knew about you, felt about you. Board members have told you about. Others superiors have told him about you. What a great feeling. I would love to have that feeling someday and I hope I do. I'll tell you, after that staff member has gone through that strength bombardment are they receptive for teacher assistance programs or developmental programs at that time? They are in a great frame of mind. You can imagine how they feel when they walk out of that meeting. Hey, evaluation is great. I feel good about myself. My boss really thinks I'm good. And if your working at it hard enough most of your staff members can walk out of that meeting feeling that way. If you know that many good things about them. If you can't sit them down and say a great number of good things about them. Get back in the classroom, work at it, find the good things. Find the good things to tell your people. That's what we are after, we want them to feel good about themselves. Want them to improve their self-concepts so when they get back in that classroom they can, in turn, do good things for kids.

The bottom line as far as evaluating your own teacher evaluation program is that you must be able to see growth and improvement of the instructional performance of your teachers. That's got to be of great importance.

Some additional things that we try to add to the evaluation program in Napoleon is the idea that evaluation can be a motivational process for staff members. We try to eliminate the idea of threat. We try to be as positive and supportive as possible. We try to provide security for them by knowing that we are going to give them accurate assessments of their teaching skills. We get in the classroom, we show that we're caring. There is administrative interest in the teaching performance and we are there on a regular basis. They know year in and year out that we're going to be evaluating in the classrooms assessing their skills. To point out the good quality aspects of their teaching. If good things are happening, don't be afraid to compliment that person.

Another major responsibility of administration, that's the idea of motivation. What a big, huge topic to talk about and of major importance. First, let's talk about what motivation is not. Many times people will equate motivation with a great half time speech, or a great inspirational presentation or possibly some type of trophy, plaque or monetary rewards. That is not motivation, those are tools of motivation. The aspect of motivation that building administrators should be concerned with is the idea of the human desire for personal fulfillment or gratification, personal need fulfillment. People are basically selfish. They are "motivated to satisfy their own needs". As they are striving to fulfill their needs and they are being met this fulfillment enhances their self concept. And this is what we want. We want an improved self concept. As their self concept is improved and assuming their values are such that they are in line with sound values of education. Values such as personal pride, empathy for children, love, fairness, caring, warmth. The combination of sound educational values and positive need fulfillment will result in a person's improved self-concept. To feel good about themselves and go into the classroom and do good things for kids. The most effective way to

motivate people is to have them fulfilling their needs. It's important that we understand Maslow's Hierarchy of needs. There's five levels. The lowest being the physiological level. The need for food, water and your health. The safety level. personal safety, security, the security in the employment situation. The level of love and belongingness, of having success in the family unit, belonging to a group. The self-esteem level, personal respect, feeling good about one's self. And the highest level, self-actualization. This can take place when the lower level needs are being fulfilled. A person can grow and belong when he is self-actualized. Unfortunately right now, currently in education, the love and belongingness may be satisfied possibly by the union membership, but in many cases the self-esteem level is really being picked apart. Teachers do not hold the high level of respect they once did. It's very, very difficult to maintain and to earn that level of respect. Administrators have to work hard to build it up as much as possible. The unions many times are tearing down the attitude of self-respect, the personal satisfaction of doing a good job. Unions do not encourage them to be excellent. Maslow tells us that people are intrinsically moved along, moved upward throughout his hierarchy as their needs are being fulfilled. It's very, very important that a building administrator understands where his people are at, where they are at in Maslow's Hierarchy of needs and what it's going to take to move them along. This information is covered in detail in our handouts that will be available at the end of the presentation. It's very, very well done. Listed are Maslow's Hierarchy levels and the different steps that should be done by the building administrators to fulfill those needs. There is also a handout in regard to what staff and administration can do in dealing with children regarding student need fulfillment. But again the building administrator must assume the responsibility for creating the atmosphere for growth and

and it's important that we understand where they are functioning to create an atmosphere for growth if we're going to ask people to change and to grow. We also must assume the burden for this statement. "Where motivation exists, growth will occur." It is very important to keep in mind. We have all seen what happens to people when their needs are not being met; they become frustrated. Two things usually happen. One is that they may withdraw, become depressed or they are going to lash out. Lash out and fight the system or lash out against the authority in that building. We've all seen that happen. One way we can counter-act that is to understand at what level they are functioning, where their need level is at and combat them at that level. Another burden we must assume is that studies show there is a direct correlation between the school achievement and self-concept. Concern for self-concept is not limited to the instructional staff, but of all people that deal with your students. We must be able to identify where people are at in Maslow's Hierarchy of needs and what we can do to fulfill their needs and to enhance that self-concept. Motivation is our responsibility.

A final challenge: Of all the things we have talked about today -- high expectations, educational opportunities for students, the improvement of instruction and motvation. All require and demand a high profile on the part of the building principal. All these areas require your skill, your time, your leadership and your dedication. You must take action, don't suffer in silence. Are you willing to change, willing to grow, willing to do all the things that will make it possible for you to say, Yes, I am the leader of the finest school in my area.